ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/12/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC ACCESSION NO.	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000481	7232	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Tate, Barbara L.

5. TITLE OF DOCUMENT ABSTRACTED: Credit for Military Training in Schools of Nursing

6. PUBLICATION TITLE: Nursing Outlook

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Columbia University
ST.
CITY, STATE New York, New York
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: American Journal of Nursing Company, New York, N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
8	323-325	Jan. 60	3

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [X] NO [ ]

COPYRIGHT RELEASE FILED YES [X] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Experimental Studies

16. INDEXING TERMS (6-12)

	occupations			
nusing education	experimental studies			
experience				

17. ABSTRACT (MAX. 250 WORDS)

Reports two studies. The first was undertaken in 1954 to determine how skills and knowledge in nursing acquired in military training could be utilized in civilian life, and the second was activated in 1956 to determine how separated military enlisted personnel who have completed at least a basic medical service course may prepare themselves for civilian nursing practice through programs conducted by civilian schools. It was found that the number of veterans of the military services who wish to enter the nursing profession is quite limited, that learning resulting from training and experience in the medical services is extremely individualized, and that the cost of fitting a program to the individual needs of veterans would probably be considered prohibitive by many schools.

RIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

IC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

IV-18

Articles published in Nursing Outlook are copyrighted by the American Journal of Nursing Company. You are free to quote up to 500 words with credit to Nursing Outlook, without request for permission. We ask only that when you quote, you send the marked copy of your publication.

Credit for Military Training in Schools of Nursing

With the help of a new evaluation instrument, nursing performance can be measured and credit for knowledge of theory and for past experiences can be determined

By Barbara L. Tate

Miss Tate (Mountainside, Montclair, N. J.; B.A., Elmira College, Elmira, N. Y.; M.A., Teachers College, Columbia University, New York) was project director at the Institute of Research and Service in Nursing Education at Teachers College, Columbia University, from 1956 to 1959. She is now editor of *Nursing Research* and assistant director in Research and Studies, National League for Nursing.

IN 1956, a cooperative project was inaugurated to find ways to help persons with training and experience as medical corpsmen or technicians in the military services utilize their knowledge and experience in their course in basic professional nursing.[1] It was assumed that participating schools would grant the veterans some credit for appropriate aspects of their medical experience after determining their level of achievement.

This study was the result of a recommendation by the Defense Advisory Committee on Women in the Services in 1953 to the National League for Nursing that "a study involving research be initiated to explore the possibilities and practicality of achieving closer articulation between military and civilian training in educational programs for nursing functions."

The recommendation for the study was based on the premise that it is in the best interest of the country that the continuing substantial investment of the government in instructional staff, educational facilities, and value of productive services foregone during the training period for a large number of enlisted personnel should yield proportionate dividends in nursing services rendered, not only during the term of military duty but, so far as possible, in civilian nursing services where trained personnel are in critically short supply. It was based also on the premise that enlisted men and women given military training in nursing functions should be able, as are those trained in other technical fields, to increase their subsequent civilian earning capacity in direct employment, or to secure admission and advanced placement in educational programs which would qualify them for higher level positions.

Preliminary Study

In 1954, the National League for Nursing agreed to sponsor a study relating to enlisted men and women in the medical department of the military services. The objectives of this study were:

1. To determine how these men and women could best utilize in civilian health services the skills and knowledge in nursing they acquired in the military service.
2. To determine how civilian health services could most effectively use these skills and knowledge.
3. To motivate them to more effective services before discharge.

One of the two main phases of this study was a thorough study of the existing schools in the military services for the training of enlisted personnel in nursing functions. The other was to determine to what extent the military medical service personnel were interested in continued work or education in medical service after the military.

The study of the service schools showed that the major difference between the courses offered by the military services and the courses offered by the civilian schools is a function of the differing objectives of the two programs. The service schools have as their objective the swift and economical preparation of a group of trained occupational specialists to fill specific job assignments within a single large medical service. The civilian schools have as their purpose the preparation of a group of professionally oriented persons who, with further education and experience, can learn to function in various nursing capacities within any type of medical service, large or small.

A questionnaire was used to determine the interest of military medical servicemen in remaining in the health field and to learn some general information about the group as a whole. The questionnaire was distributed to 15,000 enlisted men and women engaged in the health field in the three branches of the military services. The sample included as nearly as possible all medical service enlisted personnel on duty in the continental United States. Of these questionnaires, 13,066 were returned.

Some of the most pertinent facts obtained from the answers to these questionnaires were:

1. Approximately 42 percent of the group had been employed in the health field in civilian life prior to entering the service.
2. Approximately 10 percent planned to enroll in a nursing education program after returning to civilian life. If given advanced standing, approximately 14 percent would be interested in enrolling in a nursing education program.
3. Of the group interested in entering a school of nursing, approximately 80 percent were men. Of these, the median level of education for those interested in practical nurse educa-

[1] Conducted for the National League for Nursing as a part of the project, "Civilian Utilization of Military Training and Experience in Nursing," this study was executed by the staff of the Institute of Research and Service in Nursing Education of Teachers College, Columbia University. The entire project, including the preliminary study conducted by the National League for Nursing, was made possible by a grant from the Rockefeller Brothers Fund.

An article on a preliminary part of the study, "Nursing and the Military Medical Technician" by Barbara L. Tate and Blanche I. Urey, was published in the August, 1958, issue of *Nursing Outlook*.

The full report of the project is available on loan from the library at Teachers College, Columbia University, New York 27 and the National League for Nursing, 10 Columbus Circle, New York 19.

ED 000 481

tion was from the eighth to the eleventh grades, whereas the median level of preparation for those interested in professional nurse education was in the "high school graduate" group.

The NLN achievement tests in anatomy and physiology, fundamentals of nursing, surgical nursing, and practical nursing were given to a small sample of servicemen (100 to 114 for each test). Since those tested included a "captive" group, the results were not considered typical of the servicemen who would wish to enter schools of nursing. The fact that this group did not show a significant degree of learning in these areas as measured by these tests was discounted and the decision to continue the study was based on the answers to the questionnaires.

Another Study Needed

At this time, NLN requested that the Institute of Research and Service in Nursing Education of Teachers College, Columbia University, draw up a design for a study, the aim of which was:

> To determine through investigation and experimentation an effective and economical way by which separated military enlisted personnel who have completed at least a basic medical service course may prepare themselves for licensure and practice as professional and practical nurses, through programs in nursing conducted by civilian schools.

When the project became fully activated in 1956, the design called for the selection of several schools of practical and professional nursing to participate. Within the framework of the nursing programs of these schools, it was expected that special programs would be conducted which would allow the veteran to omit those parts of the program in which he was able to show proficiency equal to nonveteran students who had had the prescribed program of theory or practice. This plan called not only for the admission of a number of veterans to the participating schools, but also for the formulation of a plan for the evaluation of theoretical knowledge and nursing practice ability that would be acceptable to the schools and to the licensing bodies in the states where the schools were located. The project was to be conducted over a 5-year period.

The schools which had participated in the initial planning were given the opportunity to participate in the project. Two of these schools chose to participate: Huron Road Hospital School of Nursing at Fenn College in Cleveland, and Montefiore Hospital School of Practical Nursing in New York. Huron Road is a 3-year diploma program affiliated with a college. The school is organized in the same manner as the college, that is, it offers a cooperative type of educational program in which class quarters and "work-earn" quarters are alternated during three calendar years. The nursing program consists of 8 class quarters and 4 work-earn quarters of 11 or 12 weeks each. Montefiore offers a program of one calendar year which is divided into a preclinical period of four months and a clinical period of eight months.

Because of the difference in length of these two programs, it was deemed advisable to work with the professional program first. This would allow for some veterans to finish the program and take the licensure examinations before the closing date of the project. In spite of the fact that the first veterans were to be admitted to the program in Cleveland a full year before any were admitted to the school in New York, much of the activity was applicable to both situations.

The first activity of the project was a survey of all schools of nursing to determine what policies were already in existence in the schools with regard to giving advanced credit to veterans of the military medical service, and to locate veterans from whom information could be obtained about this group of people who enter nursing after service in the medical branches.

A postal card questionnaire sent to all the state accredited schools of professional nursing brought a return of 89 percent. The answers indicated that although 139 schools had admitted one or more students with military medical service background, only 11 had given some credit allowance in classwork or practice. Seven of these 11 schools replied to a second questionnaire through which it was learned that 19 students had been admitted to these seven programs; 12 students had been granted some credit for their military medical service experience; 8 students had had their programs shortened in length by a time varying from 52 days to one year; and in only one instance was the determination of credit allowance for experience based on a definite evaluation procedure.

The questionnaires which were sent to veterans who had entered schools of nursing over the past ten years revealed that the majority of these persons stay in the health fields after graduation from schools of nursing.

Publicity Given

The second activity consisted of publicizing the programs so that veterans would actually enroll in the programs for the trial period of the plan of the project. The professional schools received 442 inquiries about the program. Of these, 44 applied for admission. Of those who applied, 15 were not qualified to enter the program because of lack of basic preparation; 13 appeared to be qualified but withdrew their applications prior to the entrance date; and 9 entered the program. Of those who entered, 4 left without completing the program, 2 of these for academic reasons.

The practical nurse program received 31 inquiries. Of these, 13 submitted applications; 7 met all of the qualifications for admission; and 5 actually entered the school. Four students withdrew before completing the course of study, one of these for academic reasons.

One of the most important aspects of the project was that which dealt with the plan for evaluating the knowledge of nursing theory and of nursing practice. One of the earliest decisions which was never altered throughout the entire project was that the learning effect of all the instruction and experience the corpsmen had had in the military services was related to civilian nursing education and should be measused by the best possible tools that could be made available to the schools.

New Evaluation Tool

The evaluation of actual nursing practice ability presented the greatest problem. Because there were no existing methods of evaluating nursing practice which were deemed suitable for use for the purpose of determining credit, a new evaluation tool had to be constructed for this purpose. The time consumed in constructing any evaluation instrument is enormous. Inasmuch as there were already many tests of subject matter in existence and available to the schools, it was thought advisable to spend all of the available time on the construction of an instrument for measuring nursing performance.

Since the use of the evaluation tool within the project was for the assignment of credit in a particular school, the construction took place within the framework of the prescribed course in each program. The fact that the evaluation tool might later be adapted to use in other programs was not discounted, but decisions were made with the realization that evaluation of practice in relation to this project was the first consideration. It was thought, however, that the method of construction would be adaptable to any situation in which nursing practice was to be evaluated.

Work Sample Testing

The basis for the formation of the evaluation instruments was the work

sample testing technique. For the purpose of this study, it was decided to include only those actions which directly contribute to nursing care. Those items which, although they affect the quality of nursing care, are primarily a function of the personality of the nurse, were not to be included in the evaluation. However, as the construction of the evaluation instruments proceeded, it became evident that there was not a clear line of division between items which are directly part of nursing care and items which are a function of personality.

The specific items for an evaluation instrument were collected over a period of time by observing the performance of students during regular periods near the end of a particular clinical experience. The test situations were derived from a list of daily assignments. The validity was judged by the faculty in terms of the objectives of the educational program. Since the purpose of the test in this study was to exempt students from regular portions of the program, these factors did not appear to differ from those which influence any teacher-made evaluation instrument used for promotion or exemption of course purposes.

The nursing practice evaluation instruments were used first for a sample of the regular students in the nursing program. Norms were established for the instruments from these testings. The instruments were then used for the veterans for the possibility of exemption from clinical experience.

Credit Determined

The evaluation of the learning effect of any of the military medical experience of any of tre veterans was accomplished through a series of testing. First the NLN achievement tests in clinical subject matter were given to the veterans in the program. If a level of achievement comparable to any student in the top three quarters of the class was designated, then the student was asked to take the teacher-made final examination for the particular subject. If the level of achievement in this test was a C grade or better, the student was given the opportunity to take the test designed to show nursing practice ability in this area, and he was also given credit for the course work without having taken the course in the school where he was now enrolled. If the level of achievement in nursing practice was comparable to those students who had completed the practice experience satisfactorily, the veteran was given credit for the practice experience and he was allowed to proceed with more advanced work.

Because of the small number of students in the participating schools who came under the plan of the project, a sample of students in other schools of nursing who had had military medical service experience were tested with the NLN achievement test. A total of 34 veterans of the military medical service took the medical nursing test, 34 the surgical nursing test, 28 the psychiatric nursing test, and 9 the fundamentals of nursing test prior to any course work in these subjects in the schools of nursing which they had entered.

For all but one of these tests (surgical nursing), the mean score of the veteran group was below the lowest score made by the graduating seniors at Huron Road. However, in all four of these tests, there were some veterans whose scores were higher than the mean score for the graduating seniors at Huron Road. The test results indicated that the greatest degree of learning comparable to that of the students at Huron Road was in surgical nursing. None of these findings can be used in any way to generalize to the total populations of veterans of the military medical service who choose to enter schools of nursing.

Of the six students in the professional program who were tested in the clinical area for possible exemption from clinical experience, all were eligible for from three to nine months' exemption of experience. In the practical nurse program, of the four tested in the clinical area three were allowed exemption of from four to ten weeks of experience. In both programs there was no student who was exempted from a complete course in the clinical area, but all students were exempted from portions of these courses according to the results of the testing. In the practical nurse program all students were given complete credit for the courses in personal and community hygiene.

A Lag in Recruitment

The project was terminated at the end of the third year. The decision to do so two years sooner than originally planned was based primarily on the lack of response to the recruitment activities. The expense in both money and time of personnel was not deemed advisable in view of the small number of veterans who applied for entrance to these programs. The project was started on the assumption that an expressed interest by nearly 3000 servicemen in entering a school of nursing warranted a program set up to meet the particular needs of these veterans with military medical service backgrounds.

To what extent the conduct of the project was affected by the changes that took place in this country from the time of the initial conception of the idea until the project was actually under way will never be known. However, the project staff was aware that many of the funds for educational benefits for veterans expired during this period of time; the cost of living continued to rise; and salaries that could be earned in employment not requiring professional preparation were equal to or greater than those that the graduate nurse would receive after three or four years of expensive education. These are important considerations to young men, many of whom are already married and some of whom have children to support.

Conclusions from the Study

The following specific conclusions were drawn from the data collected in this project:

1. There are veterans of the military medical services who wish to enter the nursing profession and who will be an asset to the profession. Their number is probably more limited than was originally estimated; many factors prohibit all of those who express a wish to enter a school of nursing from doing so.
2. Some learning that is comparable to that expected of students in civilian schools of nursing results from the experience and training that the medical servicemen receive in the military services. Veterans have a greater knowledge of the principles of nursing and they possess many more of the skills required for graduation from a nursing school than do those students entering without military medical service background. In a few instances this knowledge is equivalent to that of students who have completed the course work in a regular school of nursing.
3. The learning that results from training and experience in the medical services is extremely individualized. The cost of fitting a program to the individual needs of veterans would probably be considered prohibitive by many schools.
4. The evaluation of nursing practice through situational testing in the hospital setting is possible when the behaviors which differentiate good and poor nurses are identified. The identification of these behaviors can be accomplished through experimentation with objective observations made by nurses in the actual nursing situations.

Although the specific aim of the project was not realized, many benefits were gained by conducting a study of this type and evaluating nursing practice ability. The curtailment of the study two years earlier than was expected prevented a thorough study of the evaluation methods; however, it is expected that there will be further experimentation.